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AUTHOR Richards, Jack C.; Lockhart, Charles
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ABSTRACT

The discussion of reflective techniques for second language teaching is intended for teacher trainees and in-service teachers and focuses on practical applications of the reflective method. Each chapter presents an important dimension of teaching and poses questions for classroom observation, investigation, and critical reflection. The suggested small-scale investigative tasks can be carried out by teachers in a variety of classroom situations. Chapter topics include: (1) an introduction to classroom investigation techniques, including teaching journals, teaching reports, surveys and questionnaires, audio and video recording, observation, and action research; (2) teacher beliefs about teaching and learning and their influence on classroom practices; (3) learners' beliefs, goals, and attitudes and their effects on learning styles and strategies; (4) the thinking process underlying teaching, and three areas of decision-making (planning, interactive, evaluative); (5) the teacher's roles in institution and classroom, the possibilities they create, and their contribution to teaching style; (6) the structure of teaching events and its impact on lesson coherence and dynamics; (7) the nature and patterns of classroom interaction; (8) activities used by teachers to achieve their instructional goals, and considerations in planning and using them; and (9) linguistic dimensions of classroom interaction, including the relationship between classroom language use and language acquisition. (MSE)

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